

Richmond Public Schools
Department of Curriculum and Instruction
Curriculum Pacing And Resource Guide



Course Title/ Course #: Art 5th Grade

Start day: 1

Meetings: 180 days

Course Description

The objectives for Grade Five Visual Arts enable students to use their knowledge and skills to synthesize information, thus allowing them to produce and respond to works of art. Emphasis is on communication of personal values and beliefs in art appreciation and production. Students gain fluency in using and understanding the elements of art (color, form, line, shape, space, texture, value) and the principles of design (balance, contrast, emphasis, movement, pattern, proportion, rhythm, unity, variety) as they relate to artistic expression and communication.

Pacing Resources Assessments MP1

Time Frame	Standards of Learning	Units/ Topics/ Concepts	Resources	Assessments
Ongoing	Visual Communication/Production Creating and Communicating about Art (SOLs: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17, 5.18, 5.19, 5.20, 5.21, 5.22)	Using Color and Fiber: How are color and fiber used in art?	Color Resources: Beauford Delaney Painting http://vmfa.museum/collections/art/marian-anderson_2012-277/ Charles Sprague Pearce Painting http://vmfa.museum/collections/art/peines-de-coeur-heartbreak_2007-17/ Jacob Lawrence Painting http://vmfa.museum/collections/art/catfish-row/	Teachers should select assessment methods to measure student progress in relation to the curriculum objectives. Suggested assessment tools include the following: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Pre- and post-assessment <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Small-group

			<p>Fiber Resources:</p> <p>The Hunt of the Unicorn Tapestry http://www.metmuseum.org/content/interactives/Unicorn/unicorn_flora_detail1.htm#</p> <p>Faith Ringgold Tar Beach http://www.guggenheim.org/new-york/collections/collection-online/artwork/3719</p> <p>Guatemalan Weaving http://www.educationandmore.org/pages/backstrap-weaving-in-guatemala</p>	<p>assessment, using verbal and/or written rubrics</p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> Student self-assessment rubrics, either written (e.g., checklist) or spoken (to teacher or other students)</p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> Teacher-generated rubrics</p> <p>1. <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> Journals</p> <p>2. <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> Interviews</p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> Warm-up and exit tasks</p> <p>8. Question-and-answer (large group, small group, or partner)</p> <p>3. 9. Portfolios</p> <p>4. 10. Exhibitions</p>
Ongoing	<p>Art History and Cultural Context</p> <p>Understanding Art in Relation to History and Cultures</p> <p>(SOLs: 5.23, 5.24, 5.25, 5.26, 5.27)</p>	<p>Influences: What are the influences on a work of art?</p>	<p>Influence Resources:</p> <p>Richard Norris Brooke Pocahontas Painting http://vmfa.museum/collections/art/pocahontas_19-1-51/</p> <p>Historical Pocahontas Engraving http://www.smithsoniansource.org/display/primarysource/viewdetails.aspx?PrimarySourceId=1199</p> <p>Disney Pocahontas http://princess.disney.com/pocahontas</p>	<p>Teachers should select assessment methods to measure student progress in relation to the curriculum objectives. Suggested assessment tools include the following:</p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> Pre- and post-assessment</p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> Small-group assessment, using verbal and/or written rubrics</p>

				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Student self-assessment rubrics, either written (e.g., checklist) or spoken (to teacher or other students) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Teacher-generated rubrics <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Journals <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Interviews <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Warm-up and exit tasks 8. Question-and-answer (large group, small group, or partner) 9. Portfolios 10. Exhibitions
Ongoing	Analysis, Evaluation, and Critique Interpreting and Evaluating Art (SOLs: 5.28, 5.29, 5.30, 5.31, 5.32)	Critique: What criteria will you use to assess your finished work of art?	Assessment Resources: Example Rubric http://artroom104.blogspot.com/2013/01/van-gogh-rubric-essay-more-common-core.html How to Talk to Kids about Art http://www.theartofed.com/2010/12/05/how-to-talk-to-kids-about-art/ Art Analysis Kathe Kollwitz http://artcuratorforkids.com/kathe-kollwitz/	Teachers should select assessment methods to measure student progress in relation to the curriculum objectives. Suggested assessment tools include the following: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Pre- and post-assessment <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Small-group assessment, using verbal and/or written rubrics <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Student self-assessment rubrics, either written (e.g., checklist) or spoken (to

				<p>teacher or other students)</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Teacher-generated rubrics <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Journals <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Interviews <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Warm-up and exit tasks <p>8. Question-and-answer (large group, small group, or partner)</p> <p>9. Portfolios</p> <p>10. Exhibitions</p>
Ongoing	<p>Aesthetics</p> <p>Reflecting on the Meaning and Value of Art</p> <p>(SOLs: 5.31, 5.34, 5.35, 5.36)</p>	<p>Roles:</p> <p>What is the role of art and artists in society?</p>	<p>Society Resources:</p> <p>Ed Trask Murals http://www.edtrask.com/murals/</p> <p>Keith Haring Mural http://www.nycgovparks.org/parks/crack-is-wack-playground/monuments/1801</p> <p>Statue of Liberty Artist Auguste Bartholdi http://www.nps.gov/stli/learn/historyculture/auguste-bartholdi.htm</p>	<p>Teachers should select assessment methods to measure student progress in relation to the curriculum objectives. Suggested assessment tools include the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Pre- and post-assessment <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Small-group assessment, using verbal and/or written rubrics <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Student self-assessment rubrics, either written (e.g., checklist) or spoken (to teacher or other students) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Teacher-generated

				<p>rubrics</p> <ul style="list-style-type: none"><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> Journals<input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> Interviews<input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> Warm-up and exit tasks <p>8. Question-and-answer (large group, small group, or partner)</p> <p>9. Portfolios</p> <p>10. Exhibitions</p>
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Pacing Resources Assessments MP2

Time Frame	Standards of Learning	Units/ Topics/ Concepts	Resources	Assessments
Ongoing	Visual Communication/Production Creating and Communicating about Art (SOLs: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17, 5.18, 5.19, 5.20, 5.21, 5.22)	Clay: How can you use clay to create a three-dimensional sculpture?	Clay Resources: Paul Smith Contemporary Ceramics Artist http://www.paulsmithsculptures.co.uk/artwork/ Mayan Funerary Vessel http://vmfa.museum/collections/art/funerary-vessel-2/ Mitchell Grafton http://artodyssey1.blogspot.com/2013/02/mitchell-grafton.html	Teachers should select assessment methods to measure student progress in relation to the curriculum objectives. Suggested assessment tools include the following: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Pre- and post-assessment <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Small-group assessment, using verbal and/or written rubrics <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Student self-assessment rubrics, either written (e.g., checklist) or spoken (to teacher or other students) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Teacher-generated rubrics <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Journals <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Interviews <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Warm-up and exit tasks 8. Question-and-answer (large group, small group, or partner) 9. Portfolios

				10. Exhibitions
Ongoing	<p>Art History and Cultural Context</p> <p>Understanding Art in Relation to History and Cultures</p> <p>(SOLs: 5.23, 5.24, 5.25, 5.26, 5.27)</p>	<p>Events: How does history influence art?</p>	<p>Historical Art Resources:</p> <p>Aaron Douglas http://vmfa.museum/collections/art/prodigoal-son_2012-278/</p> <p>Moses Jacob Ezekiel http://vmfa.museum/collections/art/thomas-jefferson_2008-44/</p> <p>Andy Warhol http://vmfa.museum/collections/art/triple-elvis/</p>	<p>Teachers should select assessment methods to measure student progress in relation to the curriculum objectives. Suggested assessment tools include the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Pre- and post-assessment <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Small-group assessment, using verbal and/or written rubrics <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Student self-assessment rubrics, either written (e.g., checklist) or spoken (to teacher or other students) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Teacher-generated rubrics <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Journals <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Interviews <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Warm-up and exit tasks <p>8. Question-and-answer (large group, small group, or partner)</p> <p>9. Portfolios</p> <p>10. Exhibitions</p>

Ongoing	<p>Analysis, Evaluation, and Critique</p> <p>Interpreting and Evaluating Art</p> <p>(SOLs: 5.28, 5.29, 5.30, 5.31, 5.32)</p>	<p>Analyze: What can you determine about a work of art?</p>	<p>Analysis Resources:</p> <p>Hank Willis Thomas http://vmfa.museum/collections/art/zero-hour/</p> <p>Chihuly http://vmfa.museum/collections/art/red-reeds/</p> <p>Susan Shie http://www.turtlemoon.com/gallery09/First_Lady_full.htm</p>	<p>Teachers should select assessment methods to measure student progress in relation to the curriculum objectives. Suggested assessment tools include the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Pre- and post-assessment <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Small-group assessment, using verbal and/or written rubrics <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Student self-assessment rubrics, either written (e.g., checklist) or spoken (to teacher or other students) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Teacher-generated rubrics <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Journals <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Interviews <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Warm-up and exit tasks <p>8. Question-and-answer (large group, small group, or partner)</p> <p>9. Portfolios</p> <p>10. Exhibitions</p>
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Ongoing	<p>Aesthetics</p> <p>Reflecting on the Meaning and Value of Art</p> <p>(SOLs: 5.31, 5.34, 5.35, 5.36)</p>	<p>Value: How would you describe the value of a specific object?</p>	<p>Value Resources:</p> <p>American Gothic Grant Wood http://www.artic.edu/aic/collections/artwork/6565</p> <p>American Gothic Parodies http://www.americangothichouse.net/about/the-parodies/</p> <p>DaVinci's Mona Lisa http://www.louvre.fr/en/oeuvre-notices/mona-lisa-portrait-lisa-gherardini-wife-francesco-del-giocondo</p> <p>Mona Lisa Parody Grumpy Cat http://www.ocm.com/cms400min/uploadedImages/Product_Catalog/RDAL/Art/9589814_p7yzgwdz89qo8dhnd3hq5sc4ik.jpg</p>	<p>Teachers should select assessment methods to measure student progress in relation to the curriculum objectives. Suggested assessment tools include the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Pre- and post-assessment <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Small-group assessment, using verbal and/or written rubrics <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Student self-assessment rubrics, either written (e.g., checklist) or spoken (to teacher or other students) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Teacher-generated rubrics <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Journals <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Interviews <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Warm-up and exit tasks <p>8. Question-and-answer (large group, small group, or partner)</p> <p>9. Portfolios</p> <p>10. Exhibitions</p>
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Course Title/ Course #:

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<u>Pacing Resources Assessments MP3</u>				
Time Frame	Standards of Learning	Units/ Topics/ Concepts	Resources	Assessments
Ongoing	<p>Visual Communication/Production</p> <p>Creating and Communicating about Art</p> <p>(SOLs: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17, 5.18, 5.19, 5.20, 5.21, 5.22)</p>	<p>Perspective: How do you represent distance in a work of art?</p>	<p>Perspective Resources:</p> <p>Atmospheric/Aerial Perspective http://www.sensationalcolor.com/liveinfullcolor/leonardo-da-vinci-on-the-blue-of-distance/</p> <p>1 point perspective http://www.kidsfuncorner.com/Perspective-1.htm</p> <p>2 point perspective http://www.ibiblio.org/wm/paint/auth/caillebotte/rainy.jpg</p>	<p>Teachers should select assessment methods to measure student progress in relation to the curriculum objectives. Suggested assessment tools include the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Pre- and post-assessment <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Small-group assessment, using verbal and/or written rubrics <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Student self-assessment rubrics, either written (e.g., checklist) or spoken (to teacher or other students) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Teacher-generated rubrics <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Journals <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Interviews <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Warm-up and exit tasks <p>8. Question-and-answer (large group, small group, or partner)</p> <p>9. Portfolios</p>

				10. Exhibitions
Ongoing	<p>Art History and Cultural Context</p> <p>Understanding Art in Relation to History and Cultures</p> <p>(SOLs: 5.23, 5.24, 5.25, 5.26, 5.27)</p>	<p>Architecture: What comparisons can you make between contemporary and historical architecture?</p>	<p>Architecture Resources:</p> <p>Frank Lloyd Wright http://www.fallingwater.org</p> <p>History of the arch http://www.architectural-review.com/view/the-history-of-architecture-in-eleven-arches/8673174.article</p> <p>Arch Architecture animation http://www.nps.gov/jeff/planyourvisit/architecture.htm</p>	<p>Teachers should select assessment methods to measure student progress in relation to the curriculum objectives. Suggested assessment tools include the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Pre- and post-assessment <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Small-group assessment, using verbal and/or written rubrics <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Student self-assessment rubrics, either written (e.g., checklist) or spoken (to teacher or other students) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Teacher-generated rubrics <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Journals <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Interviews <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Warm-up and exit tasks <p>8. Question-and-answer (large group, small group, or partner)</p> <p>9. Portfolios</p> <p>10. Exhibitions</p>
Ongoing	Analysis, Evaluation, and	What are similarities	Constructed Environment /Natural Environment Comparison Resources:	Teachers should select assessment methods to

	<p>Critique</p> <p>Interpreting and Evaluating Art</p> <p>(SOLs: 5.28, 5.29, 5.30, 5.31, 5.32)</p>	<p>and differences of natural and constructed environments?</p>	<p>Gaudi Architecture http://www.globotreks.com/destinations/10-gaudi-buildings-barcelona/</p> <p>Coral Reef Image http://ocean.nationalgeographic.com/ocean/photos/ocean-corals/#/corals01-lobe-coral_17847_600x450.jpg</p> <p>Forest Image http://feelgrafix.com/948208-forest.html</p> <p>Cathedral interiors http://www.lightstalking.com/34-photographs-of-cathedral-and-church-interiors-that-rock/</p>	<p>measure student progress in relation to the curriculum objectives. Suggested assessment tools include the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Pre- and post-assessment <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Small-group assessment, using verbal and/or written rubrics <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Student self-assessment rubrics, either written (e.g., checklist) or spoken (to teacher or other students) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Teacher-generated rubrics <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Journals <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Interviews <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Warm-up and exit tasks <p>8. Question-and-answer (large group, small group, or partner)</p> <p>9. Portfolios</p> <p>10. Exhibitions</p>
<p>Ongoing</p>	<p>Aesthetics</p> <p>Reflecting on the Meaning and Value of Art</p>	<p>Change: How has the criterion to value art in a culture changed over</p>	<p>Value Change Resources:</p> <p>Mannerists http://www.historyofpainters.com/mannerist_painters.htm</p> <p>Pre Raphaelites</p>	<p>Teachers should select assessment methods to measure student progress in relation to the curriculum objectives. Suggested assessment tools include the</p>

	(SOLs: 5.31, 5.34, 5.35, 5.36)	time?	<p>https://en.wikipedia.org/wiki/Dante_Gabriel_Rossetti#/media/File:Dante_Gabriel_Rossetti_-_La_viuda_romana_(D%Fis_Manibus).jpg</p> <p>Salon De Paris https://sites.google.com/a/plu.edu/paris-salon-exhibitions-1667-1880/salon-de-1868</p> <p>Impressionists https://en.wikipedia.org/wiki/Impression,_Sunrise#/media/File:Claude_Monet,_Impression,_soleil_levant.jpg</p>	<p>following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Pre- and post-assessment <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Small-group assessment, using verbal and/or written rubrics <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Student self-assessment rubrics, either written (e.g., checklist) or spoken (to teacher or other students) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Teacher-generated rubrics <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Journals <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Interviews <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Warm-up and exit tasks <p>8. Question-and-answer (large group, small group, or partner)</p> <p>9. Portfolios</p> <p>10. Exhibitions</p>
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Pacing Resources Assessments MP4

Time Frame	Standards of Learning	Units/ Topics/ Concepts	Resources	Assessments
Ongoing	Visual Communication/Production Creating and Communicating about Art (SOLs: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17, 5.18, 5.19, 5.20, 5.21, 5.22)	Technology: How can you use technology to create a work of art?	Technology Resources: Digital Art Panda http://www.digitalartserved.com/gallery/Cosmic-Panda/27091547 Erik Johansson http://www.thethirdray.com/digital-art/fantastical-scenes-the-digital-art-of-erik-johansson/ Pixel Art http://animelover123.deviantart.com/art/Minecraft-Making-Pixle-Art-Easy-8-bit-Mario-383080450	Teachers should select assessment methods to measure student progress in relation to the curriculum objectives. Suggested assessment tools include the following: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Pre- and post-assessment <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Small-group assessment, using verbal and/or written rubrics <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Student self-assessment rubrics, either written (e.g., checklist) or spoken (to teacher or other students) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Teacher-generated rubrics <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Journals <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Interviews <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Warm-up and exit tasks 8. Question-and-answer (large group, small group, or partner) 9. Portfolios

				10. Exhibitions
Ongoing	<p>Art History and Cultural Context</p> <p>Understanding Art in Relation to History and Cultures</p> <p>(SOLs: 5.23, 5.24, 5.25, 5.26, 5.27)</p>	<p>Research and Careers:</p> <p>What information can you find to research, compare, and contrast two cultures?</p> <p>What specific careers are related to commercial art</p>	<p>Cultural Resources:</p> <p>Cultural Comparisons</p> <p>http://www.learner.org/courses/globalart/compare/15/166/index.html</p> <p>http://www.learner.org/courses/globalart/compare/12/120/index.html</p> <p>http://www.learner.org/courses/globalart/compare/11/80/index.html</p> <p>Commercial Art Career Resources:</p> <p>Job options</p> <p>http://learn.org/articles/Careers_in_Commercial_Art_What_Are_My_Job_Options.html</p> <p>Pay Rate</p> <p>http://www.payscale.com/research/US/Job=Graphic_Designer,_Commercial_Art/Hourly_Rate</p> <p>Dr, Seuss</p> <p>http://www.rmichelson.com/Artist_Pages/Seuss/dr_seuss_gallery.htm</p>	<p>Teachers should select assessment methods to measure student progress in relation to the curriculum objectives. Suggested assessment tools include the following:</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Pre- and post-assessment</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Small-group assessment, using verbal and/or written rubrics</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Student self-assessment rubrics, either written (e.g., checklist) or spoken (to teacher or other students)</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Teacher-generated rubrics</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Journals</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Interviews</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Warm-up and exit tasks</p> <p>8. Question-and-answer (large group, small group, or partner)</p> <p>9. Portfolios</p> <p>10. Exhibitions</p>
Ongoing	Analysis, Evaluation, and Critique	Point of View: What	Point of View Resources:	Teachers should select assessment methods to

	<p>Interpreting and Evaluating Art</p> <p>(SOLs: 5.28, 5.29, 5.30, 5.31, 5.32)</p>	<p>is the artist's point of view on a particular work of art?</p>	<p>Andy Goldsworthy http://www.morning-earth.org/ARTISTNATURALISTS/AN_Goldsworthy.html</p> <p>Chuck Close Interview http://www.artnet.com/magazineus/features/scobie/scobie8-5-08.asp</p> <p>Andrew Chesworth (Disney Animator) interview https://www.animdesk.com/we-interviewed-andrew-chesworth-character-animator-at-walt-disney-animation-studios</p>	<p>measure student progress in relation to the curriculum objectives. Suggested assessment tools include the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Pre- and post-assessment <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Small-group assessment, using verbal and/or written rubrics <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Student self-assessment rubrics, either written (e.g., checklist) or spoken (to teacher or other students) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Teacher-generated rubrics <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Journals <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Interviews <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Warm-up and exit tasks <p>8. Question-and-answer (large group, small group, or partner)</p> <p>9. Portfolios</p> <p>10. Exhibitions</p>
<p>Ongoing</p>	<p>Aesthetics</p> <p>Reflecting on the Meaning and Value of Art</p>	<p>Preference: What are your reasons for establishing a preference</p>	<p>Preference Resources:</p> <p>Lalique Brooch http://vmfa.museum/collections/art/brooch-4/</p> <p>Josef Albers</p>	<p>Teachers should select assessment methods to measure student progress in relation to the curriculum objectives. Suggested assessment tools include the</p>

	(SOLs: 5.31, 5.34, 5.35, 5.36)	among works of art?	<p>http://vmfa.museum/collections/art/study-hommage-square-transmuted/</p> <p>Henri Matisse http://vmfa.museum/collections/art/lorette/</p> <p>Gilbert Stuart http://vmfa.museum/collections/art/mrs-rebecca-pickering/</p>	<p>following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Pre- and post-assessment <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Small-group assessment, using verbal and/or written rubrics <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Student self-assessment rubrics, either written (e.g., checklist) or spoken (to teacher or other students) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Teacher-generated rubrics <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Journals <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Interviews <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Warm-up and exit tasks <p>8. Question-and-answer (large group, small group, or partner)</p> <p>9. Portfolios</p> <p>10. Exhibitions</p>
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Course Title/ Course #: